



*State of Tennessee*  
*Department of Children's Services*

**CHILD AND ADOLESCENT NEEDS AND STRENGTHS  
(CANS)**

**COMPREHENSIVE MULTISYSTEM ASSESSMENT**

**MANUAL**

**TENNESSEE VERSION**

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## **Child and Adolescent Needs and Strengths Assessment Manual**

A large number of individuals have collaborated in the development of the CANS-Comprehensive. Along with the CANS versions for developmental disabilities, juvenile justice, and child welfare, this information integration tool is designed to support individual case planning and the planning and evaluation of service systems. The CANS-Comprehensive is an open domain tool for use in service delivery systems that address the mental health of children, adolescents and their families. The copyright is held by the Buddin Praed Foundation to ensure that it remains free to use. For specific permission to use please contact the Foundation. For more information on the CANS-Comprehensive assessment tool contact:

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# Child and Adolescent Needs and Strengths Assessment Manual

## DESCRIPTIONS OF ACTION LEVELS

For **Risk Behaviors, Caregiver Needs and Strengths, Behavioral/Emotional Needs and Acculturation** the following categories and action levels are used:

- 0** indicates a dimension where there is no evidence of any needs. This may be a strength.
- 1** indicates a dimension that requires monitoring, watchful waiting, or preventive activities.
- 2** indicates a dimension that requires action to ensure that this identified need or risk behavior is addressed.
- 3** indicates a dimension that requires immediate or intensive action.

For **Life Functioning Domains**, the following categories and symbols are used:

- 0** indicates a life domain in which the child is excelling. This is an area of considerable strength
- 1** indicates a life domain in which the child is doing OK. This is an area of potential strength
- 2** indicates a life domain in which the child is having problems. Help is needed to improve functioning into an area of strength.
- 3** indicates a life domain in which the child is having significant problems. Intensive help is needed to improve functioning into an area of strength.

For **Child's Strengths** the following categories and action levels are used:

- 0** indicates a domain where strengths exist that can be used as a centerpiece for a strength-based plan
- 1** indicates a domain where strengths exist but require some strength building efforts in order for them to serve as a focus of a strength-based plan.
- 2** indicates a domain where strengths have been identified but that they require significant strength building efforts before they can be effectively utilized in as a focus of a strength-based plan.
- 3** indicates a domain in which efforts are needed in order to identify potential strengths for strength building efforts.

## CODING DEFINITIONS

### CHILD RISK BEHAVIORS

<i>Check</i>	<b>SUICIDE RISK</b> <i>Please rate the highest level from the past 30 days</i>
0	No evidence
1	History but no recent ideation or gesture.
2	Recent ideation or gesture but not in past 24 hours.
3	Current ideation and intent OR command hallucinations that involve self-harm.

<i>Check</i>	<b>SELF-MUTILATION</b> <i>Please rate the highest level from the past 30 days</i>
0	No evidence
1	History of self-mutilation.
2	Engaged in self-mutilation that does not require medical attention.
3	Engaged in self-mutilation that requires medical attention.

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<b>Check</b>	<b>OTHER SELF HARM</b> <i>Please rate the highest level from the past 30 days</i>
0	No evidence of behaviors other than suicide or self-mutilation that place the youth at risk of physical harm.
1	History of behavior other than suicide or self-mutilation that places youth at risk of physical harm. This includes reckless and risk-taking behavior that may endanger the youth.
2	Engaged in behavior other than suicide or self-mutilation that places him/her in danger of physical harm. This includes reckless behavior or intentional risk-taking behavior.
3	Engaged in behavior other than suicide or self-mutilation that places him/her at immediate risk of death. This includes reckless behavior or intentional risk-taking behavior.

<b>Check</b>	<b>DANGER TO OTHERS</b> <i>Please rate the highest level from the past 30 days</i>
0	No evidence
1	History of homicidal ideation, physically harmful aggression or fire setting that has put self or others in danger of harm.
2	Recent homicidal ideation, physically harmful aggression, or dangerous fire setting but not in past 24 hours.
3	Acute homicidal ideation with a plan or physically harmful aggression OR command hallucinations that involve the harm of others. Or, youth set a fire that placed others at significant risk of harm.

<b>Check</b>	<b>RUNAWAY</b> <i>Please rate the highest level from the past 30 days</i>
0	No evidence
1	History of runaway from home or other settings involving at least one overnight absence, at least 30 days ago.
2	Recent runaway behavior or ideation but not in past 7 days.
3	Acute threat to runaway as manifest by either recent attempts OR significant ideation about running away OR youth is currently a runaway.

<b>Check</b>	<b>FIRE SETTING</b> <i>Please rate the highest level from the past 30 days</i>
0	No evidence
1	History of fire setting but not in the past six months.
2	Recent fire setting behavior (in past six months) but not of the type that has endangered the lives of others OR repeated fire setting behavior over a period of at least two years even if not in the past six months.
3	Acute threat of fire setting. Set fire that endangered the lives of others (e.g. attempting to burn down a house).

<b>Check</b>	<b>SANCTION SEEKING BEHAVIOR</b> <i>Please rate the highest level from the past 30 days</i>
0	No evidence of problematic sanction seeking behavior. Youth does not intentionally engage in behavior that forces adults to sanction him/her.
1	Mild level of problematic sanction seeking behavior. This might include occasional inappropriate intentional behavior that forces adults to sanction the youth.
2	Moderate level of problematic sanction seeking behavior. Sanction seeking behavior is frequent and serious enough to cause problems in the youth's life. Youth may be intentionally getting in trouble in school or at home.
3	Severe level of problematic sanction seeking behavior. This level would be indicated by frequent serious intentional sanction seeking behavior that forces adults to seriously and/or repeatedly sanction the youth. Sanction seeking behavior is sufficiently severe that the youth is at risk of significant sanctions (e.g. expulsion, removal from the community)

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<b>Check</b>	<b>SEXUALLY REACTIVE BEHAVIOR</b> <i>Please rate using time frames provided in the anchors</i>
0	Youth has not engaged in any sexual behavior that appears to be imitating previous sexual abuse.
1	Youth has history of sexual abuse that places him or her at risk of sexually reactive behavior or has a history of sexual behavior that appears to imitate or mirror prior abuse but has not engaged in such behavior for more than one year.
2	Youth engages in sexual behavior that imitates/mirrors or is related to previous sexual abuse in the past year.
3	Youth engages in sexual behavior that mirror or is related to previous sexual abuse that places either the youth or others in significant danger of harm in the past year.

<b>Check</b>	<b>SEXUAL AGGRESSION</b> <i>Please rate the highest level from the past 30 days</i>
0	No evidence of any history of sexually aggressive behavior. No sexual activity with younger children, non-consenting others, or children not able to understand consent.
1	History of sexually aggressive behavior (but not in past year) OR sexually inappropriate behavior in the past year that troubles others such as harassing talk or public masturbation. Use of any force, coercion or threats.
2	Youth has engaged in sexually aggressive behavior in the past year but not in the past 30 days.
3	Youth has engaged in sexually aggressive behavior in the past 30 days.

<b>Check</b>	<b>DELINQUENCY</b> <i>Please rate the highest level from the past 30 days</i>
0	No evidence
1	History of delinquency but no acts of delinquency in past 30 days.
2	Recent acts of delinquency.
3	Severe acts of delinquency that place others at risk of significant loss or injury or place youth at risk of adult sanctions.

<b>Check</b>	<b>SUBSTANCE USE</b> <i>Please rate the highest level from the past 30 days</i>
0	No evidence
1	History or suspicion of substance use.
2	Clear evidence of substance abuse that interferes with functioning in any life domain.
3	Youth requires detoxification OR is addicted to alcohol and/or drugs. Include here a child/youth who is intoxicated at the time of the assessment (i.e., currently under the influence).

### CAREGIVER SAFETY CONCERNS

<b>Check</b>	<b>SUBSTANCE USE</b> <i>Please rate the highest level from the past 30 days</i>
0	Caregiver has no substance use needs.
1	Caregiver is in recovery from substance use difficulties.
2	Caregiver has some substance use difficulties that interfere with his/her capacity to parent.
3	Caregiver has substance use difficulties that make it impossible for him/her to parent at this time.

<b>Check</b>	<b>SAFETY</b> <i>Please rate the highest level from the past 30 days</i>
0	Household is safe and secure. Youth is at no risk from others.
1	Household is safe but concerns exist about the safety of the youth due to history or others in the neighborhood who might be abusive.

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2	Youth is in some danger from one or more individuals with access to the household.
3	Youth is in immediate danger from one or more individuals with unsupervised access.

### LIFE DOMAIN FUNCTIONING

<b>Check</b>	<b>SOCIAL FUNCTIONING</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth is functioning well socially.
1	Youth is having some minor problems with his/her social functioning
2	Youth is having some moderate problems with his/her social functioning.
3	Youth is experiencing severe disruptions in his/her social functioning.

<b>Check</b>	<b>DEVELOPMENTAL</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth has no developmental problems.
1	Youth has some problems with immaturity or there are concerns about possible developmental delay. Youth may have low IQ.
2	Youth has developmental delays or mild mental retardation.
3	Youth has severe and pervasive developmental delays or profound mental retardation.

<b>Check</b>	<b>RECREATIONAL</b> <i>Please rate the highest level from the past 30 days</i>
0	No evidence of problems with recreation or youth has and enjoys positive recreation activities on an ongoing basis.
1	Youth is doing adequately with recreational activities although some problems may exist.
2	Youth is having moderate problems with recreational activities. Youth may experience some problems with effective use of leisure time.
3	Youth has no access to or interest in recreational activities. Youth has significant difficulties making use of leisure time.

<b>Check</b>	<b>SEXUALITY</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth has healthy sexual development.
1	Youth has some issues with sexual development but these do not interfere with his/her functioning in other life domains.
2	Youth has problems with sexual development that interfere with his/her functioning in other life domains.
3	Youth has severe problems with sexual development.

<b>Check</b>	<b>MEDICAL</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth is healthy.
1	Youth has some medical problems that require medical treatment.
2	Youth has chronic illness that requires ongoing medical intervention.
3	Youth has life-threatening illness or medical condition.

<b>Check</b>	<b>PHYSICAL</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth has no physical limitations.
1	Youth has some physical condition that places mild limitations on activities. Conditions such as impaired hearing or vision would be rated here. Rate here, treatable medical conditions that result in physical limitations (e.g. asthma).
2	Youth has physical condition that notably impacts activities. Sensory disorders such as blindness, deafness, or significant motor difficulties would be rated here.
3	Youth has severe physical limitations due to multiple physical conditions.

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<b>Check</b>	<b>SLEEP</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth gets a full night's sleep each night.
1	Youth has some problems sleeping. Generally, youth gets a full night's sleep but at least once a week problems arise. This may include occasionally awakening or bed wetting or having nightmares.
2	Youth is having problems with sleep. Sleep is often disrupted and youth seldom obtains a full night of sleep
3	Youth is generally sleep deprived. Sleeping is difficult for the youth and s/he is not able to get a full night's sleep.

<b>Check</b>	<b>SCHOOL ATTENDANCE</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth attends school regularly.
1	Youth has some problems attending school but generally goes to school. May miss up to one day per week on average OR may have had moderate to severe problems in the past six months but has been attending school regularly in the past month.
2	Youth is having problems with school attendance. He/she is missing at least two days each week on average.
3	Youth is generally truant or refusing to go to school.
NA	Not applicable

<b>Check</b>	<b>SCHOOL BEHAVIOR</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth is behaving well in school.
1	Youth is behaving adequately in school although some behavior problems exist.
2	Youth is having moderate behavioral problems at school. He/she is disruptive and may have received sanctions including suspensions.
3	Youth is having severe problems with behavior in school. He/she is frequently or severely disruptive. School placement may be in jeopardy due to behavior.
NA	Not applicable

<b>Check</b>	<b>SCHOOL ACHIEVEMENT</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth is doing well in school.
1	Youth is doing adequately in school although some problems with achievement exist.
2	Youth is having moderate problems with school achievement. He/she may be failing some subjects.
3	Youth is having severe achievement problems. He/she may be failing most subjects or is more than one year behind same age peers in school achievement.
NA	Not applicable

<b>Check</b>	<b>JOB FUNCTIONING</b> <i>Please rate the highest level from the past 30 days</i>
0	No evidence of any problems in work environment.
1	Youth has some mild problems work (e.g. tardiness, conflict).
2	Youth has problems at work.
3	Youth has severe problems at work in terms of attendance, performance, or relationships. Youth may have recently lost job.
NA	Not applicable. Youth is not currently or recently employed.

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### CAREGIVER STRENGTHS & NEEDS

<b>Check</b>	<b>SUPERVISION</b> <i>Please rate the highest level from the past 30 days</i>
0	Caregiver has good monitoring and discipline skills.
1	Caregiver provides generally adequate supervision. May need occasional help or technical assistance.
2	Caregiver reports difficulties monitoring and/or disciplining youth. Caregiver needs assistance to improve supervision skills.
3	Caregiver is unable to monitor or discipline the youth. Caregiver requires immediate and continuing assistance. Youth is at risk of harm due to absence of supervision.

<b>Check</b>	<b>PHYSICAL</b> <i>Please rate the highest level from the past 30 days</i>
0	Caregiver is generally healthy.
1	Caregiver is in recovery from medical/physical problems.
2	Caregiver has medical/physical problems that interfere with his/her capacity to parent.
3	Caregiver has medical/physical problems that make it impossible for him/her to parent at this time.

<b>Check</b>	<b>INVOLVEMENT</b> <i>Please rate the highest level from the past 30 days</i>
0	Caregiver is able to act as an effective advocate for youth.
1	Caregiver has history of seeking help for his/her children. Caregiver is open to receiving support, education, and information.
2	Caregiver does not wish to participate in services and/or interventions intended to assist their youth.
3	Caregiver wishes for youth to be removed from his/her care.

<b>Check</b>	<b>MENTAL HEALTH</b> <i>Please rate the highest level from the past 30 days</i>
0	Caregiver has no mental health needs.
1	Caregiver is in recovery from mental health difficulties.
2	Caregiver has some mental health difficulties that interfere with his/her capacity to parent.
3	Caregiver has mental health use difficulties that make it impossible for them to parent at this time.

<b>Check</b>	<b>KNOWLEDGE</b> <i>Please rate the highest level from the past 30 days</i>
0	Caregiver is knowledgeable about the youth's needs and strengths.
1	Caregiver is generally knowledgeable about the youth but may require additional information to improve his/her capacity to parent.
2	Caregiver has clear need for information to improve how knowledgeable s/he is about the youth. Current lack of information is interfering with his/her ability to parent.
3	Caregiver has knowledge problems that place the youth at risk of significant negative outcomes.

<b>Check</b>	<b>ORGANIZATION</b> <i>Please rate the highest level from the past 30 days</i>
0	Caregiver is well organized and efficient.
1	Caregiver has minimal difficulties with organizing and maintaining household to support needed services. For example, may be forgetful about appointments or occasionally fails to return case manager calls.
2	Caregiver has moderate difficulty organizing and maintaining household to support needed services.
3	Caregiver is unable to organize household to support needed services.



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<i>Check</i>	<b>DEVELOPMENTAL</b> <i>Please rate the highest level from the past 30 days</i>
0	Caregiver has no developmental needs.
1	Caregiver has developmental challenges but they do not currently interfere with parenting.
2	Caregiver has developmental challenges that interfere with his/her capacity to parent.
3	Caregiver has severe developmental challenges that make it impossible for him/her to parent at this time.

### CHILD STRENGTHS—INDIVIDUAL ASSETS

<i>Check</i>	<b>INTERPERSONAL-ADULT</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth has well-developed interpersonal skills and adult relationships. Existing (non-family) adult relationships can be a centerpiece of a strength-based plan.
1	Youth has good interpersonal skills and has shown the ability to develop healthy relationships with adults. Existing (non-family) adult relationships are helpful to youth.
2	Youth needs assistance in developing good interpersonal skills and/or healthy friendships.
3	Youth has not demonstrated the ability to form positive relationship with adults.

<i>Check</i>	<b>INTERPERSONAL-PEER</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth has well-developed interpersonal skills and friendships. Friends can be a centerpiece in a strength-based plan.
1	Youth has good interpersonal skills and has healthy friendships.
2	Youth has ability to develop positive peer relations but currently none exist.
3	Youth has not demonstrated the ability to form positive relationships with peers.

<i>Check</i>	<b>RESILIENCY-CRISIS</b> <i>This item describes the youth's ability to manage personal crises.</i>
0	Youth is able to both effectively manage and prevent crises.
1	Youth has some ability to manage crises, however, does not have the skills to prevent them from occurring.
2	Youth has some limited abilities to manage crises
3	Youth is currently unable to manage crises

<i>Check</i>	<b>RESILIENCY-LONG TERM</b> <i>This item describes the youth's ability to recognize his/her strengths and use them to support his/her personal growth and development.</i>
0	Youth is able to identify and utilize his/her strengths.
1	Youth recognizes his/her strengths but may not be able to effectively utilize them.
2	Youth has some limited ability to identify his/her strengths.
3	Youth is currently fails to recognize his/her strengths,

<i>Check</i>	<b>OPTIMISM</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth has a strong and stable optimistic outlook on his/her life.
1	Youth is generally optimistic.
2	Youth has difficulties maintaining a positive view of him/herself and his/her life. Youth may vary from overly optimistic to overly pessimistic.
3	Youth has difficulties seeing <i>any</i> positives about him/herself or his/her life.

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<b>Check</b>	<b>EDUCATIONAL</b> <i>Please rate the highest level from the past 30 days</i>
0	School works closely with youth and family to identify and successfully address youth's educational needs OR youth excels in school.
1	School works with youth and family to identify and address youth's educational needs OR youth likes school.
2	School is identified but is currently not adequately addressing youth's needs.
3	No school is identified as a potential partner.
NA	Not applicable

<b>Check</b>	<b>VOCATIONAL</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth has vocational skills and work experience.
1	Youth has some vocational skills or work experience.
2	Youth has some prevocational skills.
3	Youth has no known vocational skills or interests.
NA	Not applicable

<b>Check</b>	<b>TALENTS/INTEREST</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth has a talent that provides him/her with pleasure and/or self esteem.
1	Youth has a talent, interest, or hobby with the potential to provide him/her with pleasure and self esteem.
2	Youth has identified interests but needs assistance converting those interests into a talent or hobby.
3	Youth has no identified talents, interests or hobbies.

### CHILD BEHAVIORAL/EMOTIONAL NEEDS

<b>Check</b>	<b>PSYCHOSIS</b> <i>Please rate based on the past 30 days</i>
0	No evidence
1	History or suspicion of hallucinations, delusions or bizarre behavior that might be associated with some form of psychotic disorder.
2	Clear evidence of hallucinations, delusions or bizarre behavior that might be associated with some form of psychotic disorder.
3	Clear evidence of dangerous hallucinations, delusions, or bizarre behavior that might be associated with some form of psychotic disorder which places the youth or others at risk of physical harm.

<b>Check</b>	<b>IMPULSIVITY/HYPERACTIVITY</b> <i>Please rate based on the past 30 days</i>
0	No evidence
1	Some problems with impulsive, distractible or hyperactive behavior that places the youth at risk of future functioning difficulties.
2	Clear evidence of problems with impulsive, distractible, or hyperactive behavior that interferes with the youth's ability to function in at least one life domain.
3	Clear evidence of a dangerous level of impulsive behavior that can place the youth at risk of physical harm.

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<b>Check</b>	<b>DEPRESSION</b> <i>Please rate based on the past 30 days</i>
0	No evidence
1	History or suspicion of depression problems or mild to moderate depression associated with a recent negative life event with minimal impact on life domain functioning.
2	Clear evidence of depression associated with either depressed mood or significant irritability. Depression has interfered significantly in youth's ability to function in at least one life domain.
3	Clear evidence of disabling level of depression that makes it virtually impossible for the youth to function in any life domain.

<b>Check</b>	<b>ANXIETY</b> <i>Please rate based on the past 30 days</i>
0	No evidence
1	History or suspicion of anxiety problems or mild to moderate anxiety associated with a recent negative life event.
2	Clear evidence of anxiety associated with either anxious mood or significant fearfulness. Anxiety has interfered significantly in youth's ability to function in at least one life domain.
3	Clear evidence of debilitating level of anxiety that makes it virtually impossible for the youth to function in any life domain.

<b>Check</b>	<b>OPPOSITIONAL</b> <i>Please rate based on the past 30 days</i>
0	No evidence
1	History or recent onset (past 6 weeks) of defiance towards authority figures.
2	Clear evidence of oppositional and/or defiant behavior towards authority figures, which is currently interfering with the youth's functioning in at least one life domain. Behavior causes emotional harm to others.
3	Clear evidence of a dangerous level of oppositional behavior involving the threat of physical harm to others.

<b>Check</b>	<b>CONDUCT</b> <i>Please rate the highest level from the past 30 days</i>
0	No evidence
1	History or suspicion of problems associated with antisocial behavior including but not limited to lying, stealing, manipulating others, sexual aggression, violence towards people, property or animals.
2	Clear evidence of antisocial behavior including but not limited to lying, stealing, manipulating others, sexual aggression, violence towards people, property, or animals.
3	Evidence of a severe level of conduct problems as described above that places the youth or community at significant risk of physical harm due to these behaviors.

<b>Check</b>	<b>TRAUMA EXPERIENCE(S)</b> <i>Please rate based on the past 30 days</i>	
0	No evidence	
1	History or suspicion of traumatic life event(s).	
2	Clear evidence of the experience of traumatic life event(s). Adjustment to traumatic experiences may or may not be interfering with youth's functioning in at least one life domain.	
3	Clear evidence of symptoms of Post Traumatic Stress Disorder, which may include flashbacks, nightmares, significant anxiety, and intrusive thoughts of trauma experience.	

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<b>Check</b>	<b>ATTACHMENT</b> <i>Please rate the highest level from the past 30 days</i>
0	No evidence of attachment problems. Parent-child relationship is characterized by satisfaction of needs, youth's development of a sense of security and trust.
1	Mild problems with attachment. This could involve either mild problems with separation or mild problems of detachment.
2	Moderate problems with attachment. Youth is having problems with attachment that require intervention. A youth who meets the criteria for an Attachment Disorder in DSM-IV would be rated here.
3	Severe problems with attachment. A youth who is unable to separate or a youth who appears to have severe problems with forming or maintaining relationships with caregivers would be rated here.

<b>Check</b>	<b>ANGER CONTROL</b> <i>Please rate based on the past 30 days</i>
0	No evidence of any significant anger control problems.
1	Some problems with controlling anger. Youth may sometimes become verbally aggressive when frustrated. Peers and family may be aware of and may attempt to avoid stimulating angry outbursts.
2	Moderate anger control problems. Youth's temper has gotten him/her in significant trouble with peers, family and/or school. Anger may be associated with physical violence. Others are likely quite aware of anger potential.
3	Severe anger control problems. Youth's temper is likely associated with frequent fighting that is often physical. Others likely fear him/her.

<b>Check</b>	<b>EMOTIONAL CONTROL</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth has no problems with regulating his/her emotions (no affect dysregulation).
1	Youth has mild to moderate problems with regulating his/her emotions
2	Youth has severe problems with regulating his/her emotions but is able to control affect at times. Problems with emotional control interfere with youth's functioning in some life domains.
3	Youth unable to regulate his/her emotions

### LIFE DOMAIN FUNCTIONING

<b>Check</b>	<b>FAMILY-NUCLEAR</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth is doing well in relationships with nuclear family members (parents & siblings).
1	Youth is doing adequately in relationships with nuclear family members although some problems may exist. For example, some nuclear family members may have some problems in their relationships with youth.
2	Youth is having moderate problems with nuclear family members. Frequent arguing, difficulties in maintaining any positive relationship may be observed.
3	Youth is having severe problems with nuclear family members. This would include problems of domestic violence, constant arguing, etc.
NA	Not applicable

<b>Check</b>	<b>FAMILY-EXTENDED</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth is doing well in relationships with extended family members.
1	Youth is doing adequately in relationships with extended family members although some problems may exist. For example, some family members may have some problems in their relationships with youth.
2	Youth is having moderate problems with extended family members. Frequent arguing, difficulties in maintaining any positive relationship may be observed.

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3	Youth is having severe problems with extended family members. This would include problems of domestic violence, constant arguing, etc.
NA	Not applicable

<b>Check</b>	<b>LIVING SITUATION</b> <i>Please rate the highest level from the past 30 days</i>
0	No evidence of problem with functioning in current living environment.
1	Mild problems with functioning in current living situation. Caregiver is concerned about youth's behavior in living situation.
2	Moderate to severe problems with functioning in current living situation. Youth has difficulties maintaining his/her behavior in this setting, creating significant problems for others in the residence.
3	Profound problems with functioning in current living situation. Youth is at immediate risk of being removed from living situation due to his/her behaviors.

<b>Check</b>	<b>LEGAL</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth has no known legal difficulties.
1	Youth has a history of legal problems but currently is not involved with the legal system.
2	Youth has some legal problems and is currently involved in the legal system.
3	Youth has serious current or pending legal difficulties that place him/her at risk for a court ordered out-of-home placement.

### CAREGIVER STRENGTHS & NEEDS

<b>Check</b>	<b>SOCIAL RESOURCES</b> <i>Please rate the highest level from the past 30 days</i>
0	Caregiver has significant family and friend social network that actively helps with raising the youth (e.g. child rearing).
1	Caregiver has some family or friend social network that actively helps with raising the youth (e.g. child rearing).
2	Caregiver has some family or friend social network that may be able to help with raising the youth (e.g. child rearing).
3	Caregiver no family or social network that may be able to help with raising the youth (e.g. child rearing).

<b>Check</b>	<b>RESIDENTIAL STABILITY</b> <i>Please rate the highest level from the past 30 days</i>
0	Caregiver has stable housing for the foreseeable future.
1	Caregiver has relatively stable housing but either has moved in the past three months or there are indications of housing problems that might force him/her to move in the next three months.
2	Caregiver has moved multiple times in the past year. Housing is unstable.
3	Caregiver has experienced periods of homelessness in the past six months.

### ACCULTURATION

<b>Check</b>	<b>LANGUAGE</b> <i>This item includes both spoken and sign language.</i>
0	Youth and family speak English well.
1	Youth and family speak some English but potential communication problems exist due to limits on vocabulary or understanding of the nuances of the language.
2	Youth and/or significant family members do not speak English. Translator or native language speaker is needed for successful intervention but qualified individual can be identified within natural supports.
3	Youth and/or significant family members do not speak English. Translator or native

## Child and Adolescent Needs and Strengths Assessment Manual

	language speaker is needed for successful intervention and no such individual is available from among natural supports.
--	---

<b>Check</b>	<b>IDENTITY</b> <i>Cultural identity refers to the youth's view of him/herself as belonging to a specific cultural group. This cultural group may be defined by a number of factors including race, religion, ethnicity, geography or lifestyle.</i>
0	Youth has clear and consistent cultural identity and is connected to others who share his/her cultural identity.
1	Youth is experiencing some confusion or concern regarding cultural identity.
2	Youth has significant struggles with his/her own cultural identity.
3	Youth has no cultural identity or is experiencing significant problems due to conflict regarding his/her cultural identity.

<b>Check</b>	<b>RITUAL</b> <i>Cultural rituals are activities and traditions that include the celebration of culturally specific holidays such as kwanza, cinco de mayo, etc. Rituals also may include daily activities that are culturally specific (e.g. praying toward Mecca at specific times, eating a specific diet, access to media).</i>
0	Youth and family are consistently able to practice rituals consistent with their cultural identity.
1	Youth and family are generally able to practice rituals consistent with their cultural identity; however, they sometimes experience some obstacles to the practice of these rituals.
2	Youth and family experience significant barriers and are sometimes prevented from practicing rituals consistent with their cultural identity.
3	Youth and family are unable to practice rituals consistent with their cultural identity.

<b>Check</b>	<b>CULTURAL STRESS.</b> <i>Cultural stress refers to experiences and feelings of discomfort and/or distress arising from friction (real or perceived) between an individual's own cultural identity and the predominant culture in which he/she lives. This need reflects things such as racism, discrimination, or harassment because of sexual orientation or appearance or background.</i>
0	No evidence of stress between individual's cultural identity and current living situation.
1	Some mild or occasional stress resulting from friction between the individual's cultural identity and his/her current living situation.
2	Individual is experiencing cultural stress that is causing problems of functioning in at least one life domain.
3	Individual is experiencing a high level of cultural stress that is making functioning in any life domain difficult under the present circumstances.

### CHILD STRENGTHS—SOCIAL ASSETS

<b>Check</b>	<b>FAMILY--Nuclear</b> <i>Please rate the highest level from the past 30 days. This item refers to parents and siblings</i>
0	Nuclear family has strong relationships and excellent communication.
1	Nuclear family has some good relationships and good communication.
2	Nuclear family needs some assistance in developing relationships and/or communications.
3	Nuclear family needs significant assistance in developing relationships and communications or youth has no identified family.
NA	Not applicable

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<b>Check</b>	<b>FAMILY--Extended</b> <i>Please rate the highest level from the past 30 days This item refers to family members besides parents and siblings</i>
0	Extended family has strong relationships and excellent communication.
1	Extended family has some good relationships and good communication.
2	Extended family needs some assistance in developing relationships and/or communications.
3	Extended family needs significant assistance in developing relationships and communications or youth has no identified family.

<b>Check</b>	<b>SPIRITUAL/RELIGIOUS</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth receives comfort and support from religious and/or spiritual beliefs and practices.
1	Youth is involved in a religious community whose members provide support.
2	Youth has expressed some interest in religious or spiritual belief and practices.
3	Youth has no identified religious or spiritual beliefs nor interest in these pursuits.

<b>Check</b>	<b>COMMUNITY LIFE</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth is well-integrated into his/her community. He/she is a member of community organizations and has positive ties to the community.
1	Youth is somewhat involved with his/her community.
2	Youth has an identified community but has only limited ties to that community.
3	Youth has no identified community to which he/she is a member.

<b>Check</b>	<b>NATURAL SUPPORTS</b> <i>Refers to unpaid helpers in the youth's natural environment.. All family members and paid care givers are excluded.</i>
0	Youth has significant natural supports who contribute to helping support the youth's healthy development.
1	Youth has identified natural supports who provide some assistance in supporting the youth's healthy development.
2	Youth has some identified natural supports however they are not actively contributing to the youth's healthy development.
3	Youth has no known natural supports (outside of family and paid caregivers).

<b>Check</b>	<b>PARENTAL PERMANENCE</b> <i>This rating refers to the stability of significant relationships in the child or youth's life. This likely includes family members but may also include other individuals.</i>
0	This level indicates a youth who has very stable relationships. Family members, friends, and community have been stable for most of his/her life and are likely to remain so in the foreseeable future. Youth is involved with both parents.
1	This level indicates a youth who has had stable relationships but there is some concern about instability in the near future (one year) due to transitions, illness, or age. A stable relationship with only one parent may be rated here.
2	This level indicates a youth who has had at least one stable relationship over his/her lifetime but has experienced other instability through factors such as divorce, moving, removal from home, or death.
3	This level indicates a youth who does not have any stability in relationships. Independent living or adoption must be considered.

# **Child and Adolescent Needs and Strengths Assessment Manual**

## **INDIVIDUALIZED ASSESSMENT MODULES**

*Complete any specific module only if indicated on the initial page(s)*



# Child and Adolescent Needs and Strengths Assessment Manual

**Child's Name:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_

## VIOLENCE MODULE

**Historical Risk Factors**                      **0**      **1**      **2**      **3**    *see attached coding definitions*

History of Physical Abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History of Violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Witness to Domestic Violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Witness to Environmental Violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**KEY**

0=no evidence  
1=history, watch/prevent  
2=recent, act  
3=acute, act immediately

**Emotional/Behavioral Risks**                      **0**      **1**      **2**      **3**

Bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frustration Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hostility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paranoid Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary gains from anger	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Violent Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Resiliency Factors**                      **0**      **1**      **2**      **3**

Awareness of Violence Potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response to Consequences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitment to Self-Control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treatment Involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CODING CRITERIA

### Historical Risk Factors

*Historical risk factors are rated over the lifetime of the youth.*

<i>Check</i>	<b>HISTORY OF PHYSICAL ABUSE</b>
0	No evidence of a history of physical abuse.
1	Youth has experienced corporal punishment.
2	Youth has experienced physical abuse on one or more occasions from caregiver or parent.
3	Youth has experienced extreme physical abuse that has resulted in physical injuries requiring medical care.

<i>Check</i>	<b>HISTORY OF VIOLENCE</b>
0	No evidence of any history of violent behavior by the youth.

## Child and Adolescent Needs and Strengths Assessment Manual

1	Youth has engaged in mild forms of violent behavior including vandalism, minor destruction of property, or physical fights in which no one was injured (e.g. shoving, wrestling).
2	Youth has engaged in moderate forms of violent behavior including fights in which participants were injured. Cruelty to animals would be rated here unless it resulted in significant injury or death of the animal.
3	Youth has initiated unprovoked violent behaviors on other people that resulted in injuries to these people. Cruelty to animals that resulted in significant injury or death to the animal would be rated here.

<b>Check</b>	<b>WITNESS TO DOMESTIC VIOLENCE</b>
0	No evidence that youth has witnessed domestic violence.
1	Youth has witnessed physical violence in household on at least one occasion but the violence did not result in injury.
2	Youth has witnessed repeated domestic violence that has resulted in the injury of at least one family member that required medical treatment.
3	Youth has witnessed the murder or rape of a family member.

<b>Check</b>	<b>WITNESS TO ENVIRONMENTAL VIOLENCE</b>
0	No evidence that youth has witnessed violence in his/her environment and youth does not watch an excessive amount of violent media.
1	Youth has not witnessed violence in his/her environment but watches an excessive amount of violent media including movies and video games.
2	Youth has witnessed at least one occasion of violence in his/her environment.
3	Youth has witnessed a murder or rape.

### Emotional/Behavioral Risks

*Emotional/Behavioral Risks are rated based on the past 30 days*

<b>Check</b>	<b>BULLYING</b>
0	Youth has never engaged in bullying at school or in the community.
1	Youth has been involved with groups that have bullied other youth either in school or the community; however, youth has not had a leadership role in these groups.
2	Youth has bullied other youth in school or community. Youth has either bullied the other youth individually or led a group that bullied youth
3	Youth has repeatedly utilized threats or actual violence to bully youth in school and/or community.

## Child and Adolescent Needs and Strengths Assessment Manual

<i>Check</i>	<b>FRUSTRATION MANAGEMENT</b>
0	Youth appears to be able to manage frustration well. No evidence of problems with frustration management.
1	Youth has some mild problems with frustration. He/she may anger easily when frustrated; however, he/she is able to calm self down following an angry outburst.
2	Youth has problems managing frustration. His/her anger when frustrated is causing problems functioning in school, at home, or with peers.
3	Youth becomes explosive and dangerous to others when frustrated. He/she demonstrates little self control in these situations and others must intervene to restore control

<i>Check</i>	<b>HOSTILITY</b>
0	Youth appears to not experience or express hostility except in situations where most people would become hostile.
1	Youth appears hostile but does not express it. Others experience youth as being angry.
2	Youth expresses hostility regularly.
3	Youth is almost always hostile either in expression or appearance. Others may experience youth as 'full of rage' or 'seething.'

<i>Check</i>	<b>PARANOID THINKING</b>
0	Youth does not appear to engage in any paranoid thinking.
1	Youth is suspicious of others but is able to test out these suspicions and adjust his/her thinking appropriately.
2	Youth believes that others are 'out to get' him/her. Youth has trouble accepting that these beliefs may not be accurate. Youth at times is suspicious and guarded but at other times can be open and friendly.
3	Youth believes that others plan to cause him/her harm. Youth is nearly always suspicious and guarded.

<i>Check</i>	<b>SECONDARY GAINS FROM ANGER</b>
0	Youth either does not engage in angry behavior or, when s/he does become angry, does not appear to derive any benefits from this behavior.
1	Youth unintentionally has benefited from angry behavior; however, there is no evidence that youth intentionally uses angry behavior to achieve desired outcomes.
2	Youth sometimes uses angry behavior to achieve desired outcomes with parents, caregivers, teachers, or peers.
3	Youth routinely uses angry behavior to achieve desired outcomes with parents, caregivers, teachers or peers. Others in youth's life appear intimidated.

## Child and Adolescent Needs and Strengths Assessment Manual

<i>Check</i>	<b>VIOLENT THINKING</b>
0	There is no evidence that youth engages in violent thinking.
1	Youth has some occasional or minor thoughts about violence.
2	Youth has violent ideation. Language is often characterized as having violent themes and problem-solving often refers to violent outcomes.
3	Youth has specific homicidal ideation or appears obsessed with thoughts about violence. For example, a youth who spontaneously and frequently draws only violent images may be rated here.

### Resiliency Factors

*Resiliency Factors are rated based on the past 30 days.*

<i>Check</i>	<b>AWARENESS OF VIOLENCE POTENTIAL</b>
0	Youth is completely aware of his/her level of risk of violence. Youth knows and understands risk factors. Youth accepts responsibility for past and future behaviors. Youth is able to anticipate future challenging circumstances. A youth with no violence potential would be rated here.
1	Youth is generally aware of his/her potential for violence. Youth is knowledgeable about his/her risk factors and is generally able to take responsibility. Youth may be unable to anticipate future circumstances that may challenge him/her.
2	Youth has some awareness of his/her potential for violence. Youth may have tendency to blame others but is able to accept some responsibility for his/her actions.
3	Youth has no awareness of his/her potential for violence. Youth may deny past violent acts or explain them in terms of justice or as deserved by the victim.

<i>Check</i>	<b>RESPONSE TO CONSEQUENCES</b>
0	Youth is clearly and predictably responsive to identified consequences. Youth is regularly able to anticipate consequences and adjust behavior.
1	Youth is generally responsive to identified consequences; however, not all appropriate consequences have been identified or he/she may sometimes fail to anticipate consequences.
2	Youth responds to consequences on some occasions but sometimes does not appear to care about consequences for his/her violent behavior.
3	Youth is unresponsive to consequences for his/her violent behavior.

## Child and Adolescent Needs and Strengths Assessment Manual

<i>Check</i>	<b>COMMITMENT TO SELF-CONTROL</b>
0	Youth is fully committed to controlling his/her violent behavior.
1	Youth is generally committed to control his/her violent behavior; however, youth may continue to struggle with control in some challenging circumstances.
2	Youth is ambivalent about controlling his/her violent behavior.
3	Youth is not interested in controlling his/her violent behavior at this time.

<i>Check</i>	<b>TREATMENT INVOLVEMENT</b>
0	Youth is fully involved in his/her own treatment. Family supports treatment as well.
1	Youth or family are involved in treatment but not both. Youth may be somewhat involved in treatment, while family members are active or youth may be very involved in treatment while family members are unsupportive.
2	Youth and family are ambivalent about treatment involvement. Youth and/or family may be skeptical about treatment effectiveness or suspicious about clinician intentions.
3	Youth and family are uninterested in treatment involvement. A youth with treatment needs who is not currently in treatment would be rated here.

# Child and Adolescent Needs and Strengths Assessment Manual

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

## RUNAWAY MODULE

	0	1	2	3	
Frequency of Running	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>see attached coding definitions</i>
Consistency of Destination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Safety of Destination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Involvement in Illegal Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Likelihood of Return on Own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Duration of Run Episodes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Involvement of Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Realistic Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

### KEY

0=no evidence  
1=history, watch/prevent  
2=recent, act  
3=acute, act immediately

## Coding Definitions

Check	FREQUENCY OF RUNNING
0	Youth has only run once in past year.
1	Youth has run on multiple occasions in past year.
2	Youth runs run often but not always.
3	Youth runs at every opportunity.

Check	CONSISTENCY OF DESTINATION
0	Youth always runs to the same location.
1	Youth generally runs to the same location or neighborhood.
2	Youth runs to the same community but the specific locations change.
3	Youth runs to no planned destination.

Check	SAFETY OF DESTINATION
0	Youth runs to a safe environment that meets his/hers basic needs (e.g. food, shelter).
1	Youth runs to generally safe environments; however, they might be somewhat unstable or variable.
2	Youth runs to generally unsafe environments that cannot meet his/her basic needs.
3	Youth runs to very unsafe environments where the likelihood that he/she will be victimized is high.

Check	INVOLVEMENT IN ILLEGAL ACTIVITIES
0	Youth does not engage in illegal activities while on run beyond those involved with the running itself.
1	Youth engages in status offenses beyond those involved with the running itself while on run (e.g. curfew violations, underage drinking)
2	Youth engages in delinquent activities while on run.
3	Youth engages in dangerous delinquent activities while on run (e.g. prostitution).

Check	LIKELIHOOD OF RETURN ON OWN
0	Youth will return from run on his/her own without prompting.
1	Youth will return from run when found but not without being found.

## Child and Adolescent Needs and Strengths Assessment Manual

2	Youth will make him/herself difficult to find and/or might passively resist return once found.
3	Youth makes repeated and concerted efforts to hide so as to not be found and/or resists return.

<b>Check</b>	<b>DURATION OF RUN EPISODES</b>
0	Youth returns within 24 hours.
1	Youth will most often return within 48 hours and is never gone more than one week.
2	Youth has one or more episodes of remaining on run from 1 week to one month.
3	Youth has one or more episodes in the last 2 yrs of remaining on run for 30 days or more.

<b>Check</b>	<b>INVOLVEMENT WITH OTHERS</b>
0	Youth runs by self with no involvement of others. Others may discourage behavior or encourage youth to return from run.
1	Others enable youth running by not discouraging youth's behavior.
2	Others are involved in running by helping youth to not be found.
3	Youth is actively encouraged by others to run. Others actively cooperate to facilitate running behavior.

<b>Check</b>	<b>REALISTIC EXPECTATIONS</b>
0	Youth has realistic expectations about the implications of his/her running behavior.
1	Youth has reasonable expectations about the implications of his/her running behavior but may be hoping for a somewhat 'optimistic' outcome.
2	Youth has unrealistic expectations about the implications of his/her running behavior.
3	Youth has obviously false or delusional expectations about the implications of his/her running behavior.

<b>Check</b>	<b>PLANNING</b>
0	Running behavior is completely spontaneous and emotionally impulsive.
1	Running behavior is somewhat planned but not carefully planned.
2	Running behavior is planned.
3	Running behavior is carefully planned and orchestrated to maximize likelihood of not being found.

# Child and Adolescent Needs and Strengths Assessment Manual

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

## FIRE SETTING (FS) MODULE

Date of most recent fire-setting behavior: \_\_\_\_/\_\_\_\_/\_\_\_\_

Describe the incident including circumstances, reasons, frequency and results/damage:

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Was the youth alone at the time of the incident or were other children involved?

(Circle response) ALONE WITH OTHERS

**Rate the youth on the following dimensions based on his/her most recent fire-setting behavior and any prior history of similar behaviors.**

	0	1	2	3	see attached coding definitions
Seriousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Use of accelerants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Intention to harm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Community Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Response to Accusation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Remorse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Likelihood of future fires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

### KEY

0=no evidence  
1=history, watch/prevent  
2=recent, act  
3=acute, act immediately

## FIRE SETTING (FS) MODULE Coding Definitions

Check	SERIOUSNESS Please rate most recent incident
0	Youth has engaged in fire setting that resulted in only minor damage (e.g. camp fire in the back yard which scorched some lawn).
1	Youth has engaged in fire setting that resulted only in some property damage that required repair.
2	Youth has engaged in fire setting which caused significant damage to property (e.g. burned down house).
3	Youth has engaged in fire setting that injured self or others.

Check	HISTORY Please rate using time frames provided in the anchors
0	Only one known occurrence of fire setting behavior.
1	Youth has engaged in multiple acts of fire setting in the past year.
2	Youth has engaged in multiple acts of fire setting for more than one year but has had periods of at least 6 months where he/she did not engage in fire setting behavior.
3	Youth has engaged in multiple acts of fire setting for more than one year without any



## Child and Adolescent Needs and Strengths Assessment Manual

	period of at least 3 months where he/she did not engage in fire setting behavior.
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<b>Check</b>	<b>PLANNING</b> <i>Please rate most recent incident</i>
0	No evidence of any planning. Fire setting behavior appears opportunistic or impulsive.
1	Evidence suggests that youth places him/herself into situations where the likelihood of fire setting behavior is enhanced.
2	Evidence of some planning of fire setting behavior.
3	Considerable evidence of significant planning of fire setting behavior. Behavior is clearly premeditated.

<b>Check</b>	<b>USE OF ACCELERANTS</b> <i>Please rate most recent incident</i>
0	No evidence of any use of accelerants (e.g. gasoline). Fire setting involved only starters such as matches or a lighter.
1	Evidence suggests that the fire setting involved some use of mild accelerants (e.g. sticks, paper) but no use of liquid accelerants.
2	Evidence that fire setting involved the use of a limited amount of liquid accelerants but that some care was taken to limit the size of the fire.
3	Considerable evidence of significant use of accelerants in an effort to secure a very large and dangerous fire.

<b>Check</b>	<b>INTENTION TO HARM</b> <i>Please rate most recent incident</i>
0	Youth did not intend to harm others with fire. He/she took efforts to maintain some safety.
1	Youth did not intend to harm others but took no efforts to maintain safety.
2	Youth intended to seek revenge or scare others but did not intend physical harm, only intimidation.
3	Youth intended to injure or kill others.

# Child and Adolescent Needs and Strengths Assessment Manual

## FIRE SETTING (FS) MODULE (continued)

### Coding Definitions

<i>Check</i>	<b>COMMUNITY SAFETY</b> <i>Please rate highest level in the past 30 days</i>
0	Youth presents no risk to the community. He/she could be unsupervised in the community.
1	Youth engages in fire setting behavior that represents a risk to community property.
2	Youth engages in fire setting behavior that places community residents in some danger of physical harm. This danger may be an indirect effect of the youth's behavior.
3	Youth engages in fire setting behavior that intentionally places community members in danger of significant physical harm. Youth attempts to use fires to hurt others.

<i>Check</i>	<b>RESPONSE TO ACCUSATION</b> <i>Please rate highest level in the past 30 days</i>
0	Youth admits to behavior and expresses remorse and desire to not repeat.
1	Youth partially admits to behaviors and expresses some remorse.
2	Youth admits to behavior but does not express remorse.
3	Youth neither admits to behavior nor expresses remorse. Youth is in complete denial.

<i>Check</i>	<b>REMORSE</b> <i>Please rate highest level in the past 30 days</i>
0	Youth accepts responsibility for behavior and is truly sorry for any damage/risk caused. Youth is able to apologize directly to affected people.
1	Youth accepts responsibility for behavior and appears to be sorry for any damage/risk caused. However, youth is unable or unwilling to apologize to affected people.
2	Youth accepts some responsibility for behavior but also blames others. May experience sorrow at being caught or receiving consequences. May express sorrow/remorse but only in an attempt to reduce consequences.
3	Youth accepts no responsibility and does not appear to experience any remorse.

<i>Check</i>	<b>LIKELIHOOD OF FUTURE FIRE SETTING</b> <i>Please rate highest level in the past 30 days</i>
0	Youth is unlikely to set fires in the future. Youth able and willing to exert self-control over fire setting.
1	Youth presents mild to moderate risk of fire setting in the future. Should be monitored but does not require ongoing treatment/intervention.
2	Youth remains at risk of fire setting if left unsupervised. Youth struggles with self-control.
3	Youth presents a real and present danger of fire setting in the immediate future. Youth unable or unwilling to exert self-control over fire setting behavior.

# Child and Adolescent Needs and Strengths Assessment Manual

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

## SEXUALLY ABUSIVE BEHAVIOR (SAB) MODULE

Date of most recent sexually abusive behavior: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Note:** Sexually abusive behavior is defined as non-consenting sexual activity initiated by the abuser in which one of the following conditions apply: use or threat of physical force, age differential, power differential. A child or youth is only assessed on this dimension if s/he was an active abuser in this form of sexual abuse of another person.

Was sexual act against a family member? (Circle Response) Yes No Identify \_\_\_\_\_

	0	1	2	3	see attached coding definitions
Relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Physical Force/Threat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Age Differential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Type of Sex Act	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Response to Accusation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Temporal Consistency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
History of Sexual Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Severity of Sexual Abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Prior Treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

### KEY

0=no evidence  
1=history, watch/prevent  
2=recent, act  
3=acute, act immediately

## SEXUALLY ABUSIVE BEHAVIOR MODULE

### Coding Definitions

Check	<b>RELATIONSHIP</b> Please rate the <i>most recent episode of sexual behavior</i>
0	No evidence of victimizing others. All parties in sexual activity appear to be consenting. No power differential.
1	Although parties appear to be consenting, there is a significant power differential between parties in the sexual activity with this child or adolescent being in the position of authority.
2	Youth is clearly victimizing at least one other individual with sexually abusive behavior.
3	Youth is severely victimizing at least one other individual with sexually abusive behavior. This may include physical harm that results from either the sexual behavior or physical force associated with sexual behavior.

Check	<b>PHYSICAL FORCE/THREAT</b> Please rate the highest level from the <i>most recent episode of sexual behavior</i>
0	No evidence of the use of any physical force or threat of force in either the commission of the sex act nor in attempting to hide it.
1	Evidence of the use of the threat of force in an attempt to discourage the victim from reporting the sex act.
2	Evidence of the use of mild to moderate force in the sex act. There is some physical harm or risk of physical harm.
3	Evidence of severe physical force in the commission of the sex act. Victim harmed or at risk for physical harm from the use of force.

## Child and Adolescent Needs and Strengths Assessment Manual

<b>Check</b>	<b>PLANNING</b> <i>Please rate the highest level from the <b>most recent episode of sexual behavior</b></i>
0	No evidence of any planning. Sexual activity appears entirely opportunistic.
1	Some evidence of efforts to get into situations where likelihood of opportunities for sexual activity are enhanced.
2	Evidence of some planning of sex act.
3	Considerable evidence of predatory sexual behavior in which victim is identified prior to the act, and the act is premeditated.

<b>Check</b>	<b>AGE DIFFERENTIAL</b> <i>Please rate the highest level from the <b>most recent episode of sexual behavior</b></i>
0	Ages of the perpetrator and victim and/or participants is essentially equivalent (less than 3 years apart).
1	Age differential between perpetrator and victim and/or participants is 3 to 4 years.
2	Age differential between perpetrator and victim at least 5 years, but perpetrator is less than 13 years old.
3	Age differential between perpetrator and victim at least 5 years and perpetrator is 13 years old or older.

<b>Check</b>	<b>TYPE OF SEX ACT</b> <i>Please rate the highest level from the <b>most recent episode of sexual behavior</b></i>
0	Sex act(s) involve touching or fondling only.
1	Sex act(s) involve fondling plus possible penetration with fingers or oral sex.
2	Sex act(s) involve penetration into genitalia or anus with body part.
3	Sex act involves physically dangerous penetration due to differential size or use of an object.

### SEXUALLY ABUSIVE BEHAVIOR MODULE (continued) Coding Definitions

<b>Check</b>	<b>RESPONSE TO ACCUSATION</b> <i>Please rate the highest level from the <b>past 30 days</b></i>
0	Youth admits to behavior and expresses remorse and desire to not repeat.
1	Youth partially admits to behaviors and expresses some remorse.
2	Youth admits to behavior but does not express remorse.
3	Youth neither admits to behavior nor expresses remorse. Youth is in complete denial.

<b>Check</b>	<b>TEMPORAL CONSISTENCY</b>
0	This level indicates a youth who has never exhibited sexually abusive behavior or who has developed this behavior only in the past three months following a clear stressor.
1	This level indicates a youth who has been sexually abusive during the past two years OR youth who has become sexually abusive in the past three months despite the absence of any clear stressors.
2	This level indicates a youth who has been sexually abusive for an extended period of time (e.g. more than two years), but who has had significant symptom-free periods.
3	This level indicates a youth who has been sexually abusive for an extended period of time (e.g. more than two years) without significant symptom-free periods.

<b>Check</b>	<b>HISTORY OF SEXUALLY ABUSIVE BEHAVIOR</b> (toward others)
0	Child or adolescent has only one incident of sexually abusive behavior that has been identified and/or investigated.
1	Child or adolescent has two or three incidents of sexually abusive behavior that have been identified and/or investigated.

## Child and Adolescent Needs and Strengths Assessment Manual

2	Child or adolescent has four to ten incidents of sexually abusive behavior that have been identified and/or investigated with more than one victim.
3	Child or adolescent has more than ten incidents of sexually abusive behavior with more than one victim.

<b>Check</b>	<b>SEVERITY OF SEXUAL ABUSE</b>
0	No history of receiving any form of sexual abuse.
1	History of occasionally being fondled or being touched inappropriately, however, not occurring on a regular basis or by someone in a caregiver capacity OR suspicion of history of sexual abuse without confirming evidence.
2	This level is to indicate a moderate level of sexual abuse. This may involve a youth who has been fondled on an ongoing basis or was sexually penetrated (anal or genital) once by someone not in a caregiver capacity.
3	This level is to indicate a severe level of sexual abuse involving penetration on an ongoing basis by someone either in a caregiver capacity or in close emotional relation to the youth.

<b>Check</b>	<b>PRIOR TREATMENT</b>
0	No history of prior treatment or history of outpatient treatment with notable positive outcomes.
1	History of outpatient treatment which has had some degree of success.
2	History residential treatment where there has been successful completion of program.
3	History of residential or outpatient treatment condition with little or no success.

# Child and Adolescent Needs and Strengths Assessment Manual

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

## JUVENILE JUSTICE (JJ) MODULE<sup>1</sup>

Date of most recent delinquent behavior: \_\_\_\_/\_\_\_\_/\_\_\_\_

	0	1	2	3	
Seriousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	see attached coding definitions
History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Community Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Legal Compliance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Peer Influences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Parental Criminal Beh.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Environmental Influences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

### KEY

0=no evidence  
1=history, watch/prevent  
2=recent, act  
3=acute, act immediately

## JUVENILE JUSTICE (JJ) MODULE Coding Definitions

Check	<b>SERIOUSNESS</b> Please rate the highest level from the <i>past 30 days</i>
0	Youth has engaged only in status violations (e.g. curfew).
1	Youth has engaged in delinquent behavior.
2	Youth has engaged in criminal behavior.
3	Youth has engaged in delinquent criminal behavior that places other citizens at risk of significant physical harm.

Check	<b>HISTORY</b> Please rate using time frames provided in the anchors
0	Current criminal behavior is the first known occurrence.
1	Youth has engaged in multiple delinquent acts in the past one year.
2	Youth has engaged in multiple delinquent acts for more than one year but has had periods of at least 3 months where he/she did not engage in delinquent behavior.
3	Youth has engaged in multiple criminal or delinquent acts for more than one year without any period of at least 3 months where he/she did not engage in criminal or delinquent behavior.

Check	<b>PLANNING</b> Please rate the highest level from the <i>past 30 days</i>
0	No evidence of any planning. Delinquent behavior appears opportunistic or impulsive.
1	Evidence suggests that youth places him/herself into situations where the likelihood of delinquent behavior is enhanced.
2	Evidence of some planning of delinquent behavior.
3	Considerable evidence of significant planning of delinquent behavior. Behavior is clearly premeditated.

Check	<b>COMMUNITY SAFETY</b> Please rate the highest level from the <i>past 30 days</i>
0	Youth presents no risk to the community. He/she could be unsupervised in the community.
1	Youth engages in behavior that represents a risk to community property.
2	Youth engages in behavior that places community residents in some danger of physical

<sup>1</sup> Staff that have been trained in the YLS will substitute that instrument for the JJ submodule of the CANS

## Child and Adolescent Needs and Strengths Assessment Manual

	harm. This danger may be an indirect effect of the youth's behavior.
3	Youth engages in behavior that directly places community members in danger of significant physical harm.

<b>Check</b>	<b>LEGAL COMPLIANCE</b> <i>This rating refers to the youth's compliance with any current court orders and sanctions. If the youth has no additional responsibilities imposed by the court, then he/she is rated with '0'. Please rate the highest level from the <b>past 30 days</b></i>
0	Youth is fully compliant with all responsibilities imposed by the court (e.g. school attendance, treatment, restraining orders).
1	Youth is in general compliance with responsibilities imposed by the court. (e.g. occasionally missed appointments).
2	Youth is in partial noncompliance with standing court orders (e.g. youth is going to school but not attending court-ordered treatment).
3	Youth is in serious and/or complete noncompliance with standing court orders (e.g. parole violations).

### JUVENILE JUSTICE (JJ) MODULE (continued) Coding Definitions

<b>Check</b>	<b>PEER INFLUENCES</b> <i>Please rate the highest level from the <b>past 30 days</b></i>
0	Youth's primary peer social network does not engage in delinquent behavior.
1	Youth has peers in his/her primary peer social network who do not engage in delinquent behavior but has some peers who do.
2	Youth predominantly has peers who engage in delinquent behavior but youth is not a member of a gang.
3	Youth is a member of a gang whose membership encourages or requires illegal behavior as an aspect of gang membership.

<b>Check</b>	<b>PARENTAL CRIMINAL BEHAVIOR</b> <i>Please rate the highest level from the <b>past 30 days</b></i>
0	There is no evidence that youth's parents have ever engaged in criminal behavior.
1	One of youth's parents has history of criminal behavior but youth has not been in contact with this parent for at least one year.
2	One of youth's parents has history of criminal behavior and youth has been in contact with this parent in the past year.
3	Both of youth's parents have history of criminal behavior.

<b>Check</b>	<b>ENVIRONMENTAL INFLUENCES</b> <i>Please rate the environment around the youth's living situation</i>
0	No evidence that the youth's environment stimulates or exposes the youth to any criminal behavior.
1	Mild problems in the youth's environment that might expose the youth to criminal behavior.
2	Moderate problems in the youth's environment that clearly expose the youth to criminal behavior.
3	Severe problems in the youth's environment that stimulate the youth to engage in criminal behavior.

# Child and Adolescent Needs and Strengths Assessment Manual

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

## SUBSTANCE USE DISORDER (SUD) MODULE

	0	1	2	3	
Severity of Use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>see attached coding definitions</i>
Duration of Use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Stage of Recovery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Peer Influences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Parental Influences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Environment Influences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

### KEY

0=no evidence

1=history or sub-threshold, watch/prevent

2=causing problems, consistent with diagnosable disorder

3=causing severe/dangerous problems

*Specify Substance-related diagnoses:* \_\_\_\_\_

DRUG	Route of Administration	Age at 1 <sup>st</sup> Use	Regular Use? (circle response)	Past 48 hours? (circle response)	Monthly Cost
			Y N	Y N	
			Y N	Y N	
			Y N	Y N	
			Y N	Y N	
			Y N	Y N	
			Y N	Y N	
			Y N	Y N	
			Y N	Y N	
			Y N	Y N	



# Child and Adolescent Needs and Strengths Assessment Manual

## SUBSTANCE USE (SUD) MODULE

### Coding Definitions

<i>Check</i>	<b>SEVERITY OF USE</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth is currently abstinent and has maintained abstinence for at least six months.
1	Youth is currently abstinent but only in the past 30 days or youth has been abstinent for more than 30 days but is living in an environment that makes substance use difficult.
2	Youth actively uses alcohol or drugs but not daily.
3	Youth uses alcohol and/or drugs on a daily basis.

<i>Check</i>	<b>DURATION OF USE</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth has begun use in the past year.
1	Youth has been using alcohol or drugs for at least one year but has had periods of at least 30 days where he/she did not have any use.
2	Youth has been using alcohol or drugs for at least one year (but less than five years), but not daily.
3	Youth has been using alcohol or drugs daily for more than the past year or intermittently for at least five years.

<i>Check</i>	<b>STAGE OF RECOVERY</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth is in maintenance stage of recovery. Youth is abstinent and able to recognize and avoid risk factors for future alcohol or drug use.
1	Youth is actively trying to use treatment to remain abstinent.
2	Youth is in contemplation phase, recognizing a problem but not willing to take steps toward recovery.
3	Youth is in denial regarding the existence of any substance use problem.

<i>Check</i>	<b>PEER INFLUENCES</b> <i>Please rate the highest level from the past 30 days</i>
0	Youth's primary peer social network does not engage in alcohol or drug use.
1	Youth has peers in his/her primary peer social network who do not engage in alcohol or drug use but has some peers who do.
2	Youth predominantly has peers who engage in alcohol or drug use but youth is not a member of a gang.
3	Youth is a member of a peer group that consistently engages in alcohol or drug use.

<i>Check</i>	<b>PARENTAL INFLUENCES</b> <i>Please rate the highest level from the past 30 days</i>
0	There is no evidence that youth's parents have ever engaged in substance abuse.
1	One of youth's parents has history of substance abuse but not in the past year.
2	One or both of youth's parents have been intoxicated with alcohol or drugs in the presence of the youth.
3	One or both of youth's parents use alcohol or drugs with the youth.

<i>Check</i>	<b>ENVIRONMENTAL INFLUENCES</b> <i>Please rate the environment around the youth's living situation</i>
0	No evidence that the youth's environment stimulates or exposes the youth to any alcohol or drug use.
1	Mild problems in the youth's environment that might expose the youth to alcohol or drug use.
2	Moderate problems in the youth's environment that clearly expose the youth to alcohol or drug use.
3	Severe problems in the youth's environment that stimulate the youth to engage in alcohol or drug use.

# Child and Adolescent Needs and Strengths Assessment Manual

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

## DEVELOPMENTAL NEEDS (DD) MODULE

This module is intended to describe any needs that might involve services for Developmental Disabilities including services provided through the Department of Developmental Disabilities.

	0	1	2	3
Cognitive	○	○	○	○
Communication	○	○	○	○
Developmental	○	○	○	○
Self Care/Daily Living	○	○	○	○

### Key

0=no evidence of problems  
1=history, mild  
2=moderate  
3=severe

## DEVELOPMENTAL DISABILITY (DD) MODULE

### Coding Definitions

Check	<b>COGNITIVE</b> Please rate the highest level from the <i>past 30 days</i>
0	Youth's intellectual functioning appears to be within normal range. There is no reason to believe that the youth has any problems with intellectual functioning.
1	Youth has low IQ (70 to 85) or has identified learning challenges.
2	Youth has mild mental retardation. IQ is between 55 and 70.
3	Youth has moderate to profound mental retardation. IQ is less than 55.

Check	<b>COMMUNICATION</b> Please rate the highest level from the <i>past 30 days</i>
0	Youth's receptive and expressive communication appears developmentally appropriate. There is no reason to believe that the youth has any problems communicating.
1	Youth has receptive communication skills but limited expressive communication skills
2	Youth has both limited receptive and expressive communication skills.
3	Youth is unable to communicate.

Check	<b>DEVELOPMENTAL</b> Please rate the highest level from the <i>past 30 days</i>
0	Youth's development appears within normal range. There is no reason to believe that the youth has any developmental problems.
1	Evidence of a mild developmental delay.
2	Evidence of a pervasive developmental disorder including Autism, Tourette's, Down's Syndrome or other significant developmental delay.
3	Severe developmental disorder.

Check	<b>SELF-CARE DAILY LIVING SKILLS</b> Please rate the highest level from the <i>past 30 days</i>
0	Youth's self-care and daily living skills appear developmentally appropriate. There is no reason to believe that the youth has any problems performing daily living skills.
1	Youth requires verbal prompting on self-care tasks or daily living skills.
2	Youth requires assistance (physical prompting) on self-care tasks or attendant care on one self-care task (e.g. eating, bathing, dressing, and toileting).
3	Youth requires attendant care on more than one of the following self-care tasks: eating, bathing, dressing, toileting.

# Child and Adolescent Needs and Strengths Assessment Manual

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

## TRAUMA MODULE

**Characteristics of the Traumatic Experience(s):** *see attached coding definitions*

	0	1	2	3
<b>Sexual Abuse</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/> <i>see below</i>
Physical Abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neglect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional Abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical Trauma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Disaster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Witness to Family Violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Witness to Community Violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Witness/Victim to Criminal Activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### KEY: Traumatic Experience(s)

0=no evidence  
1=history or sub-threshold, watch/prevent  
2=causing problems, consistent with diagnosable disorder  
3=causing severe/dangerous problems

**If Sexual Abuse >0, complete the following:**

	0	1	2	3
Emotional Closeness to Perpetrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frequency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Duration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Force	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reaction to Disclosure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Adjustment:** *see attached coding definitions*

	0	1	2	3
Reexperiencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numbing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dissociation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time Before Treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### KEY: Adjustment

0=no evidence  
1=history or sub-threshold, watch/prevent  
2=causing problems, consistent with diagnosable disorder  
3=causing severe/dangerous problems

## TRAUMA MODULE

### Coding Definitions

**Characteristics of the Traumatic Experience:**

Check	SEXUAL ABUSE <i>Please rate within the lifetime</i>
0	There is no evidence that youth has experienced sexual abuse.
1	There is a suspicion that youth has experienced sexual abuse but no confirming evidence.
2	There is clear evidence that the youth has experienced sexual abuse.
3	Youth has experienced severe and repeated sexual abuse. Sexual abuse may have caused physical harm.

## Child and Adolescent Needs and Strengths Assessment Manual

<b>Check</b>	<b>PHYSICAL ABUSE</b> <i>Please rate within the lifetime</i>
0	There is no evidence that youth has experienced physical abuse.
1	Youth has experienced one episode of physical abuse or there is a suspicion that youth has experienced physical abuse but no confirming evidence.
2	Youth has experienced repeated physical abuse.
3	Youth has experienced severe and repeated physical abuse that causes sufficient physical harm to necessitate hospital treatment.

<b>Check</b>	<b>NEGLECT</b> This rating describes the degree of severity of neglect <i>Please rate the highest level from the past 30 days</i>
0	There is no evidence that child has experienced neglect.
1	Child has experienced minor or occasional neglect. Child may have been left at home alone with no adult supervision or there may be occasional failure to provide adequate supervision of child.
2	Child has experienced a moderate level of neglect. This may include occasional unintended failure to provide adequate food, shelter, or clothing with corrective action.
3	Child has experienced a severe level of neglect including prolonged absences by adults, without minimal supervision, and failure to provide basic necessities of life on a regular basis.

<b>Check</b>	<b>EMOTIONAL ABUSE</b> <i>Please rate within the lifetime</i>
0	There is no evidence that youth has experienced emotional abuse.
1	Youth has experienced mild emotional abuse.
2	Youth has experienced emotional abuse over an extended period of time (at least one year).
3	Youth has experienced severe and repeated emotional abuse over an extended period of time (at least one year).

<b>Check</b>	<b>MEDICAL TRAUMA</b> <i>Please rate within the lifetime</i>
0	There is no evidence that youth has experienced any medical trauma.
1	Youth has experienced mild medical trauma including minor surgery (e.g. stitches, bone setting).
2	Youth has experienced moderate medical trauma including major surgery or injuries requiring hospitalization.
3	Youth has experienced life-threatening medical trauma.

<b>Check</b>	<b>NATURAL DISASTER</b> <i>Please rate within the lifetime</i>
0	There is no evidence that youth has experienced any natural disaster.
1	Youth has been indirectly affected by a natural disaster.
2	Youth has experienced a natural disaster which has had a notable impact on his/her well-being.
3	Youth has experienced a life-threatening natural disaster.

<b>Check</b>	<b>WITNESS TO FAMILY VIOLENCE</b> <i>Please rate within the lifetime</i>
0	There is no evidence that youth has witnessed family violence.
1	Youth has witnessed one episode of family violence.
2	Youth has witnessed repeated episodes of family violence but no significant injuries (i.e. requiring emergency medical attention) have been witnessed.

## Child and Adolescent Needs and Strengths Assessment Manual

3	Youth has witnessed repeated and severe episodes of family violence. Significant injuries have occurred as a direct result of the violence.
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### TRAUMA MODULE (continued) Coding Definitions

<b>Check</b>	<b>WITNESS TO COMMUNITY VIOLENCE</b> <i>Please rate within the lifetime</i>
0	There is no evidence that youth has witnessed violence in the community.
1	Youth has witnessed fighting or other forms of violence in the community
2	Youth has witnessed the significant injury of others in his/her community.
3	Youth has witnessed the death of another person in his/her community.

<b>Check</b>	<b>WITNESS/VICTIM TO CRIMINAL ACTIVITY</b> <i>Please rate within the lifetime</i>
0	There is no evidence that youth has been victimized or has witnessed significant criminal activity.
1	Youth has been a witness to significant criminal activity.
2	Youth is a direct victim of criminal activity or witnessed the victimization of a family member or friend.
3	Youth is a victim of criminal activity that was life-threatening or caused significant physical harm OR youth witnessed the death of a loved one.

#### **If the youth has been sexually abused:**

<b>Check</b>	<b>EMOTIONAL CLOSENESS TO PERPETRATOR</b>
0	Perpetrator was a stranger at the time of the abuse.
1	Perpetrator was known to the youth at the time of event but only as an acquaintance.
2	Perpetrator had a close relationship with the youth at the time of the event but was not an immediate family member.
3	Perpetrator was an immediate family member (e.g. parent, sibling).

<b>Check</b>	<b>FREQUENCY OF ABUSE</b>
0	Abuse occurred only one time.
1	Abuse occurred two times.
2	Abuse occurred three to ten times.
3	Abuse occurred more than ten times.

<b>Check</b>	<b>DURATION</b>
0	Abuse occurred only one time.
1	Abuse occurred within a six month time period.
2	Abuse occurred within a six-month to one year time period.
3	Abuse occurred over a period of longer than one year.

<b>Check</b>	<b>FORCE</b>
0	No physical force or threat of force occurred during the abuse episode(s).
1	Sexual abuse was associated with threat of violence but no physical force.
2	Physical force was used during the sexual abuse.
3	Significant physical force/violence was used during the sexual abuse. Physical injuries occurred as a result of the force.

# Child and Adolescent Needs and Strengths Assessment Manual

## TRAUMA MODULE (continued) Coding Definitions

<i>Check</i>	<b>REACTION TO DISCLOSURE</b>
0	All significant family members are aware of the abuse and supportive of the youth coming forward with the description of his/her abuse experience.
1	Most significant family members are aware of the abuse and supportive of the youth for coming forward. One or two family members may be less supportive. Parent may be experiencing anxiety/depression/guilt regarding abuse.
2	Significant split among family members in terms of their support of the youth for coming forward with the description of his/her experience.
3	Significant lack of support from close family members of the youth for coming forward with the description of his/her abuse experience. Significant relationship (e.g. parent, care-giving grandparent) is threatened.

### Adjustment:

<i>Check</i>	<b>REEXPERIENCING</b> <i>These symptoms consist of difficulties with intrusive memories or reminders of traumatic events, including nightmares, flashbacks, intense reliving of the events, and repetitive play with themes of specific traumatic experiences. These symptoms are part of the DSM-IV criteria for PTSD. Please rate the highest level from the <b>past 30 days</b></i>
0	There is no evidence that youth experiences intrusive thoughts of trauma.
1	Youth experiences some intrusive thoughts of trauma but they do not affect his/her functioning.
2	Youth experiences intrusive thoughts that interfere with his/her ability to function in some life domains. This youth may have more recurrent frightening dreams with or without recognizable content or recurrent distressing thoughts, images, perceptions or memories of traumatic events. This youth may exhibit trauma-specific reenactments through repetitive play with themes of trauma or intense physiological reactions at exposure to traumatic cues.
3	Youth experiences repeated and severe intrusive thoughts of trauma. This youth may exhibit trauma-specific reenactments that include sexually or physically traumatizing other youth or engaging in sexual play

<i>Check</i>	<b>AVOIDANCE</b> <i>Please rate the highest level from the <b>past 30 days</b></i>
0	This rating is given to a youth with no evidence of avoidance symptoms.
1	This rating is given to a youth who exhibits some problems with avoidance. This youth may exhibit one primary avoidant symptom, including efforts to try and avoid thoughts, feelings or conversations associated with the trauma.
2	This rating is given to a youth with moderate symptoms of avoidance. In addition to avoiding thoughts or feelings associated with the trauma, the youth may also avoid activities, places, or people that arouse recollections of the trauma.
3	This rating is given to a youth who exhibits significant or multiple avoidant symptoms. This youth may avoid thoughts and feelings as well as situations and people associated with the trauma and may have an inability to recall important aspects of the trauma.

## Child and Adolescent Needs and Strengths Assessment Manual

<b>Check</b>	<b>NUMBING</b> <i>These symptoms include numbing responses that are part of the DSM-IV criteria for PTSD. These symptoms were not present before the trauma. Please rate the highest level from the <b>past 30 days</b></i>
0	This rating is given to a youth with no evidence of numbing responses.
1	This rating is given to a youth who exhibits some problems with numbing. This youth may have a restricted range of affect or an inability to express or experience certain emotions (e.g., anger or sadness).
2	This rating is given to a youth with moderate difficulties with numbing responses. This youth may have a blunted or flat emotional state or have difficulty experiencing intense emotions or feel consistently detached or estranged from others following the traumatic experience.
3	This rating is given to a youth with significant numbing responses or multiple symptoms of numbing. This youth may have a markedly diminished interest in or participation in significant activities and a sense of a foreshortened future.

<b>Check</b>	<b>DISSOCIATION</b> <i>Symptoms included in this dimension are daydreaming, spacing or blanking out, forgetfulness, emotional numbing, fragmentation, detachment, and rapid changes in personality often associated with traumatic experiences. This dimension may be used to rate dissociative disorders (e.g., Dissociative Disorder NOS, Dissociative Identity Disorder) but can also exist when other diagnoses are primary (e.g., PTSD, depression). Please rate the highest level from the <b>past 30 days</b></i>
0	There is no evidence of dissociation.
1	This rating is given to a youth with minor dissociative problems, including some emotional numbing, avoidance or detachment, and some difficulty with forgetfulness, daydreaming, spacing or blanking out.
2	This rating is given to a youth with a moderate level of dissociation. This can include amnesia for traumatic experiences or inconsistent memory for trauma (e.g., remembers in one context but not another), more persistent or perplexing difficulties with forgetfulness (e.g. loses things easily, forgets basic information), frequent daydreaming or trance-like behavior, depersonalization and/or derealization. This rating would be used for someone who meets criteria for Dissociative Disorder Not Otherwise Specified or another diagnosis that is specified "with dissociative features".
3	This rating is given to a youth with severe dissociative disturbance. This can include significant memory difficulties associated with trauma that also impede day to day functioning. Youth is frequently forgetful or confused about things he/she should know about (e.g. no memory for activities or whereabouts of previous day or hours). Youth shows rapid changes in personality or evidence of distinct personalities. Youth who meets criteria for Dissociative Identity Disorder or a more severe level of Dissociative Disorder NOS would be rated here.

<b>Check</b>	<b>TIME BEFORE TREATMENT</b>
0	Trauma was recognized and treatment started within one month of initial experience.
1	Trauma was recognized and treatment started between one and six months of initial experience.
2	Trauma was recognized and treatment started between six months and one year of the initial experience.
3	Trauma was not recognized nor treated for more than one year after the initial experience.

## Child and Adolescent Needs and Strengths Assessment Manual

<b>Check</b>	<b>NUMBING</b> <i>These symptoms include numbing responses that are part of the DSM-IV criteria for PTSD. These symptoms were not present before the trauma. Please rate the highest level from the <b>past 30 days</b></i>
0	This rating is given to a youth with no evidence of numbing responses.
1	This rating is given to a youth who exhibits some problems with numbing. This youth may have a restricted range of affect or an inability to express or experience certain emotions (e.g., anger or sadness).
2	This rating is given to a youth with moderate difficulties with numbing responses. This youth may have a blunted or flat emotional state or have difficulty experiencing intense emotions or feel consistently detached or estranged from others following the traumatic experience.
3	This rating is given to a youth with significant numbing responses or multiple symptoms of numbing. This youth may have a markedly diminished interest in or participation in significant activities and a sense of a foreshortened future.

<b>Check</b>	<b>DISSOCIATION</b> <i>Symptoms included in this dimension are daydreaming, spacing or blanking out, forgetfulness, emotional numbing, fragmentation, detachment, and rapid changes in personality often associated with traumatic experiences. This dimension may be used to rate dissociative disorders (e.g., Dissociative Disorder NOS, Dissociative Identity Disorder) but can also exist when other diagnoses are primary (e.g., PTSD, depression). Please rate the highest level from the <b>past 30 days</b></i>
0	There is no evidence of dissociation.
1	This rating is given to a youth with minor dissociative problems, including some emotional numbing, avoidance or detachment, and some difficulty with forgetfulness, daydreaming, spacing or blanking out.
2	This rating is given to a youth with a moderate level of dissociation. This can include amnesia for traumatic experiences or inconsistent memory for trauma (e.g., remembers in one context but not another), more persistent or perplexing difficulties with forgetfulness (e.g. loses things easily, forgets basic information), frequent daydreaming or trance-like behavior, depersonalization and/or derealization. This rating would be used for someone who meets criteria for Dissociative Disorder Not Otherwise Specified or another diagnosis that is specified “with dissociative features”.
3	This rating is given to a youth with severe dissociative disturbance. This can include significant memory difficulties associated with trauma that also impede day to day functioning. Youth is frequently forgetful or confused about things he/she should know about (e.g. no memory for activities or whereabouts of previous day or hours). Youth shows rapid changes in personality or evidence of distinct personalities. Youth who meets criteria for Dissociative Identity Disorder or a more severe level of Dissociative Disorder NOS would be rated here.

<b>Check</b>	<b>TIME BEFORE TREATMENT</b>
0	Trauma was recognized and treatment started within one month of initial experience.
1	Trauma was recognized and treatment started between one and six months of initial experience.
2	Trauma was recognized and treatment started between six months and one year of the initial experience.
3	Trauma was not recognized nor treated for more than one year after the initial experience.